

# INDIANA DEPARTMENT OF EDUCATION SUPPLEMENTAL EDUCATIONAL SERVICES

## 2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT

**FOR:**

**Indiana Learning Systems  
(Sylvan Learning Center)**

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
<b>Tutor Qualifications</b>	<i>Satisfactory</i>	<b>Lesson matches original description</b>	<i>3 Meeting Standard</i>	<b>Criminal Background Checks</b>	<i>Non Compliance</i>
<b>Recruiting Materials</b>	<i>Satisfactory</i>	<b>Instruction is clear</b>	<i>3 Meeting Standard</i>	<b>Health/safety laws &amp; regulations</b>	<i>In Compliance</i>
<b>Academic Program</b>	<i>Satisfactory</i>	<b>Time on task is appropriate</b>	<i>3 Meeting Standard</i>	<b>Financial viability</b>	<i>In Compliance</i>
<b>Progress Reporting</b>	<i>Satisfactory</i>	<b>Instructor is appropriately knowledgeable</b>	<i>3 Meeting Standard</i>		
<b>Assessment and Individual Program Design</b>	<i>Satisfactory</i>	<b>Student/instructor ratio: 2:1</b>	<i>3 Meeting Standard</i>		

### ACTION NEEDED:

*Due to violations of IDOE's criminal history check policy, Indiana Learning Systems has been placed in technical/compliance corrective action for the 2008-2009 school year. As such, Indiana Learning Systems has been required to implement corrective actions to address all areas of concern.*

## On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

**NAME OF PROVIDER:** Indiana Learning Systems (Sylvan Learning Center)  
**REVIEWER:** ST

**DATE DOCUMENTATION RECEIVED:** February 19, 2008

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	<b>BOTH</b> of the following: -Tutor resumes/applications ( <u>all tutors</u> ) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) <b>In addition to:</b> <b>ONE</b> of the following: -Tutor evaluations ( <u>all tutors</u> ) -Recruiting policy for tutors ( <u>one copy</u> ) -Sample tutor contract ( <u>one copy</u> )	-Resumes/Applications -Documentation of professional development training attended -Tutor evaluations -Tutor recruitment policy and notice		<b>X</b>	- Documentation verifies tutors completed professional development training; - Tutor recruitment policy and notice described qualifications that are in line with tutor qualifications detailed in provider's application; -Tutors meet providers tutor qualifications.
Recruiting materials	<b>TWO</b> of the following: -Advertising or recruitment fliers -Incentives policy -Program description for parents	-Recruitment flyers and brochures -Program description for parents		<b>X</b>	-Recruitment flyers are appropriate and provide an accurate overview of provider's program; -Parent program description is in line with provider's application.
Academic Program	<b>ONE</b> of the following: -Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors <b>In addition to:</b> <b>ONE</b> of the following: -Specific connections to Indiana standards (cite exact IN standard to which lesson connects) -Description of connections to curriculum of EACH district the provider works with.	-Lesson plans -Connection to Indiana academic standards		<b>X</b>	-Lesson plans are in line with provider application and the observed lessons; -Lessons clearly connect to Indiana Academic Standards.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Progress Reporting	<b>ALL</b> of the following:  -Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports -Documentation of reports sent	-SES Contracts and Agreements -Progress reports -Progress reporting timeline -Documentation of reports sent		<b>X</b>	-Progress reports share student's strengths and areas in need of improvement, long term academic goals, areas in which student is currently working and include a graph visually displaying student's progress after a specific number of hours of tutoring; -According to district reports, provider submits progress reports in accordance to timeframe agreed to in SES Contracts.
Assessment and Individual Program Design	<b>ALL</b> of the following:  -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards.	-Individual learning plans -Description of individual learning plan development -Description and explanation of assessments' connections to Indiana academic standards		<b>X</b>	-Explanation of assessment's connection to Indiana Academic Standards demonstrates the pre and post-tests' correlation to standards; -Description of Individual Learning Plan development is appropriate; -Individual Learning Plans are specifically tailored to each student's needs based on assessment results.

## On-site Monitoring Rubric OBSERVATION Components

**NAME OF PROVIDER:** Indiana Learning Systems (Sylvan Learning Center)

**SITE:** 8729 US 31 South

**TUTOR'S INITIALS (ALL TUTORS OBSERVED):** R.G. & J.T.

**NUMBER OF LESSONS OBSERVED:** 3

**DATE:** February 7, 2008

**REVIEWER:** S.T. & S.F.

**TIME OF OBSERVATION:** 5:30 p.m.

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving “1 or 2 points” on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application			X		<ul style="list-style-type: none"> <li>-Two tutors were observed working with 2 students in small groups. Lessons focused primarily on Language Arts (vowel sounds) and Math (multiplication and subtraction of numbers with multiple digits and number sequencing). Each student worked on an assignment related to that student's individual needs (based on pre-test scores which were readily accessible in the tutor's binder). Tutors began lessons with a step by step process by first reviewing the skill learned in the previous lesson, having the student demonstrate comprehension of the concept by correctly answering questions on an erasable laminated Sylvan workbook page, and then teaching a new concept to the student once it was clear the student grasped the previous lesson's content;</li> <li>-Tutors allowed the students to work independently when practicing a new concept but checked in with each student repeatedly to provide direct support/assistance to one student at a time;</li> <li>- Observed lesson matches description in provider's original application.</li> </ul>
Instruction is clear			X		<ul style="list-style-type: none"> <li>- Tutors verified that students clearly understood each task they were to complete before allowing them to work independently. Tutors asked each student to complete one question in their lessons so that the students could demonstrate their understanding of what was to be completed before they allowed the students to continue working on the remaining questions independently. If the student did not answer the practice question correctly, tutors reviewed the skill again and then asked them to try another practice question until it was clear that the student grasped the concept well enough to work independently;</li> <li>- Students were familiar with the format for the tutoring session and were aware of what was expected of them.</li> </ul>

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Time on task is appropriate			X		<ul style="list-style-type: none"> <li>- Students were on task during observed tutoring session and rarely had to be redirected;</li> <li>- One student had difficulty staying focused on the lesson, however, the tutor quickly reminded him/her of behavior expectations and checked in on his/her progress more often to ensure that he/she remained on task.</li> </ul>
Instructor is appropriately knowledgeable			X		<ul style="list-style-type: none"> <li>- Tutors were clearly familiar with subjects in which they tutored as evidenced by their effective use of manipulatives, lesson explanations, and tips provided to students when they had difficulty with a concept;</li> <li>- Tutors demonstrated familiarity with individual student needs of the students they tutored and made adjustments appropriately;</li> <li>-Tutors exhibited good behavior management skills and promoted student participation when appropriate.</li> </ul>
Student/instructor ratio: 2:1			X		<ul style="list-style-type: none"> <li>- Student/instructor ratio matched that reported in the original provider application;</li> <li>- Small group instruction was observed.</li> </ul>

## On-site Monitoring Visit Rubric COMPLIANCE Components

**NAME OF PROVIDER:** Indiana Learning Systems (Sylvan Learning Center)    **DATE DOCUMENTATION RECEIVED:** February 19, 2008  
**REVIEWER:** ST

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	<b>ALL</b> of the following:  -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	-Background checks -Some background checks were not in line with IDOE’s background check policy (i.e. they were not completed prior to the tutor working with SES students)		<b>X</b>
Health and safety laws and regulations	<b>ONE</b> of the following: -Student release policy(ies)  <i>In addition to:</i> <b>ONE</b> of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	-Student release policy -Evacuation plan	<b>X</b>	
Financial viability	<b>ONE</b> of the following: -Documentation of liability insurance coverage  <i>In addition to:</i> <b>ONE</b> of the following: -Audited financial statements -Tax return for the past two years	-Income statements -Tax returns for last two years -Verification of liability insurance	<b>X</b>	

